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ABSTRACT

A structured approach to a 1980 accreditation self-study conducted at the University of San Francisco in preparation for a reaccreditation visit of the Western Association of Schools and Colleges is described. Assumptions and principles that governed the design of the self-study, steps in the study, and recommendations for future self-studies are considered. An outcomes-focused approach was adopted, whereby the first step was a description of the final product of the self-study, the summary document to be submitted to the accreditation association. A tight timetable was established that integrated the work of 85 task forces and committees. Procedures, format, and expected outcomes were prescribed for each of the task forces and committees. Steps in the self-study were as follows: selection of an executive secretary and steering committee, initial meeting of the steering committee, outlining the self-study, drawing up an organizational chart and timetable for the study, meeting with the executive director of the WASC senior commission, selection of committees and chairpersons, specification of outcomes and deadlines for each committee and task force, orientation of chairpersons, role of the steering committee, final synoptic review, collection of supporting documents, university response to the self-study, and communication with the university community concerning the self-study. Appendices include documents that illustrate the various facets of the organization of the self-study. (SW)

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ED200087

AN OUTCOMES-FOCUSED APPROACH TO THE ACCREDITATION SELF-STUDY: A DESCRIPTION OF THE UNIVERSITY OF SAN FRANCISCO SELF-STUDY PROCESS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Associate Dean of Faculties
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PRENOTE

The following pages outline the highly structured approach to an accreditation self-study which was used in the 1980 self-study of the University of San Francisco in preparation for a reaccreditation visit of the Western Association of Schools and Colleges. The principles which guided the design are articulated; the process is elaborated in detail; sample documents which illustrate various facets of the organization of the self-study are provided.

The process described herein is one approach to an institutional self-study. This description and these materials may prove useful to other universities in planning and executing their self-studies.

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ASSUMPTIONS OF THE SELF-STUDY

A number of assumptions and principles governed the design of self-study described in the following pages.

1. The self-study had to be an intensive effort and had to be completed in a relatively brief timespan. Due to a delay in the initiation of the self-study because of administrative transitions, the University of San Francisco had only six months to complete its self-study.

2. The self-study had to be highly structured. Since time was short, an unusual emphasis was placed on the design phase of the self-study. It was assumed that by anticipating mistakes typically made in self-studies and by directing participants and committees away from such errors, participants could avoid false starts and concentrate immediately and directly on critical issues.

3. Wide participation was regarded as essential. The study began at the most basic organizational level. The organizational chart of the University became the basis for the generation of task force and committee reports which provided descriptive and evaluative material on every department and support office in the University. For purposes of conserving time and effort, the leadership of these departments and offices (e.g., department chairpersons, directors of offices) was delegated the responsibility for directing the self-study in each area.

4. The self-study focused on outcomes and identified the responsibility and timeline for the accomplishment of each outcome. The primary outcome was the summary self-study which was the responsibility

of the USF Steering Committee itself. In addition, each committee and task force was given a charge which provided it with clear definition of its task and deadline.

5. The Steering Committee interpreted its role in strongest terms by viewing itself as a 'temporary system,' composed of representative members of the University community, and charged with the task of composing a summary self-study which reflected its best judgment on the University's compliance with the WASC standards. All committees and task forces were assured that their individual reports in their entirety would be available to the Visiting Committee.

SELF-STUDY PROCESS

1. Selection of an Executive Secretary

The first step in the self-study process was the selection of an executive secretary. A faculty member who had experience with the accreditation process in other settings was chosen. This individual's teaching load was reduced to one-half during the six months of the self-study. The initial responsibility of the Executive Secretary was to prepare the agenda for the first meeting of the self-study Steering Committee and subsequently to coordinate and monitor the self-study as it progressed. The Steering Committee was viewed as a 'working board of directors' and the Executive Secretary as their chief executive. The Vice President for Academic Affairs was chairman of the Steering Committee.

2. Selection of the Steering Committee

The Steering Committee was composed of faculty, students and administrators and was intended to represent all segments of the University community. The Steering Committee included two vice presidents, four faculty members, one dean, the Director of Academic Services, the University Planner, the Associate Vice President for Academic Affairs, two undergraduate students and one graduate student.

Upon reflection at the conclusion of the self-study, it became apparent that essential characteristics of Steering Committee members are: sufficient time not only to attend meetings but also to complete significant assignments outside of meetings; writing ability in order to assist in the recasting of sections of the summary self-study as well as to assist in the composition of various preliminary documents, e.g., the history

of the University, recent developments since the last evaluation. There should be no ceremonial members. After the first month of the self-study, there should be a review of each member's ability to participate. Individuals whose schedules do not permit full participation should be replaced.

3. Initial Meeting of the Steering Committee

Though the Steering Committee determined the course of the self-study, the Executive Secretary, in conjunction with the Chairman, outlined the tentative self-study process at the initial meeting of the Steering Committee. Pertinent documents were distributed to the Committee a week prior to the meeting. The agenda for this meeting included a review of the standards for self-study, discussion of the WASC suggestions for conducting a self-study, a preliminary designation of the committees/task forces to be established to conduct the self-study, the tentative timetable for the study, a sample of the instructions to be given to committee/task force chairpersons, the meeting schedule for the Steering Committee, a suggested process for the appointment of committees/task forces and their chairpersons, and a plan for alerting the University community to the importance and initiation of the self-study. Appendix A contains the agenda used in the initial meeting of the Steering Committee.

4. Determination of the Outline of the Summary Self-Study

Since the study was 'outcome-focused,' one of the first tasks of the Steering Committee was to approve a tentative outline of its primary target, the summary self-study. The summary and its deadline

were the key targets on which all other assignments and deadlines were based. Appendix B contains the initial version of the summary outline. Though minor changes were made as the self-study progressed, this general outline remained substantially the same throughout the process.

5. Organizational Chart of the Self-Study

It had been determined that the organization of the self-study should mirror the organizational structure of the University itself. A preliminary chart was presented at the initial meeting of the Steering Committee. This structure was refined through discussion and a revised chart produced. It appears in Appendix C. This chart became one of the key documents of the self-study as it provided a synoptic view of the entire process, and, by designating the individual responsible for various aspects of the study, supplied information to each participant on responsibilities for other areas of the self-study. Communication among committees was facilitated. The most elaborate structure occurred in Standards 3 and 6 which had the largest number of subsidiary office/department reports. See Appendix C for full details.

6. Timetable of the Self-Study

The deadline for the completion of the summary self-study was the key factor in determining the deadlines of other committees. As noted above, time was limited because of the delay in initiating the self-study. Thus the timetable was based on the assumption that each division would conduct a brief but intensive self-study. Appendix D contains the original timetable for the self-study. Though several

changes were made towards the end of the self-study due to delays caused by the major revisions required in certain standard reports, this timetable was generally followed. The most substantial modification consisted in an extension of the deadline for the production of the summary self-study. The timetable and organizational chart of the self-study were the chief instruments used to communicate to participants how their committee's task/deadline was integrated into the total self-study effort.

7. Meeting with the Executive Director of the WASC Senior Commission

Once the tentative outline of the self-study was completed, the Steering Committee met with the Executive Director of the WASC Senior Commission for the purpose of reviewing the self-study plan. The meeting re-emphasized the importance of adhering to the format described in the HANDBOOK OF ACCREDITATION. This session also provided members of the Steering Committee with a more immediate sense of what the Visiting Committee would explore during its visit. In addition, the Steering Committee represented its concerns and questions to the Executive Director and indicated its preferences regarding the expertise which the visitors should possess.

8. Selection of Committees and Chairpersons

The members of committees and chairpersons were selected from suggestions offered by members of the Steering Committee. Since the Steering Committee represented a spectrum of faculty, administration and students from the various divisions of the University, it provided ample suggestions for suitable members of committees. Many Steering Committee members conferred with other individuals in a particular

division, e.g., the College of Liberal Arts, before making recommendations on committee members and chairpersons.

On the most basic organizational level, i.e., individual departments and offices, the department chairpersons and directors of offices were appointed chairpersons. They were instructed that, though they were responsible for their reports, it was assumed that there would be wide participation by other members of their departments or offices.

9. Specification of Outcomes and Deadlines for each Committee and Task Force

The plan of the self-study made the assumption that the only way in which the self-evaluation could be completed in the time allotted was by specifying precisely the task of each committee and task force. Simultaneously, committees and task forces were supplied with basic information necessary for their tasks. Individual chairpersons were given as much direction and information as possible in order to avoid 'false starts' or confusion on the outcomes expected from their groups. By focusing attention on outcomes, the Steering Committee judged that the limited time available for the self-study would be used most efficiently and effectively.

Though there were a variety of individualized instructions, five basic 'charges' were given to chairpersons at various levels of the self-study:

Memo to the Chairpersons of Departmental Academic Task Forces (Standard 3)
Memo to Chairpersons of Support Office Task Forces (Standard 6)
Memo to Chairpersons of College/School Committees (Standard 3)
Memo to Chairpersons of Divisional Support Service Committees (Standard 6)
Memo to Chairpersons of Standard Committees (Nine WASC Standards)

These memos specified the objectives of each committee/task force, its deadline and the length, format and general content of its report. Supplementary documents useful to the committee/task force were supplied, chairpersons were also directed to additional resources held on reserve

in the central library. Appendices E and F contains a copy of the memos to the Departmental Academic Task Force chairpersons and the College/ School Committee chairpersons.

10. Orientation of Chairpersons

The chairpersons of the committees/task forces were recognized as the key to a successful self-study. As a consequence, a series of four orientation meetings was held with chairpersons at different levels in the study. The Chairman and the Executive Secretary of the Steering Committee conducted these meetings. The purpose of accreditation, the utility of the self-study process, the general plan of the self-study, the part each committee was to play in the self-study, and the task and deadline of each committee and task force were described during these orientations. Approximately 80 percent of the chairpersons attended these sessions which were held before the initiation of the second semester. Chairpersons unable to attend were contacted individually.

11. Role of the Steering Committee

The Steering Committee, after the approval of the overall plan and the initiation of the self-study, began regular meetings to review progress and to work on several sections of the final summary self-study report which were its direct responsibility, e.g., the history of the University, demographic information. Members of the Steering Committee were also represented on each of the nine standard committees and acted as liaisons between the Steering Committee and the individual standard committees. The aim of this dual membership was to assist the standard committee in clarifying and completing its task and also to bring to the Steering Committee problems which arose in the course of the self-study.

The Steering Committee interpreted its role in the strongest possible terms. It indicated to all committees and task forces that their reports would be included in their entirety among the supporting documents made available to the visitors. At the same time, the Steering Committee determined that the responsibility for what appeared in the summary self-study would be its own and that descriptive and evaluative statements in the summary would reflect its best judgment. Where the Steering Committee saw no reason to doubt the work of a committee, it usually allowed its descriptions, evaluations and recommendations to stand. Where there was disagreement between a standard committee and the Steering Committee, this difference was represented to the committee. If disagreement remained after revision of the report, the Steering Committee followed its own judgment. Since the Steering Committee was a representative group composed of faculty, students and administrators, its conclusions did not represent the position of any one of these groups but a blending of the perspectives, and interests, and concerns of all three.

An illustration of this process is included in Appendix G which includes the Steering Committee's reaction to the original report; this document illustrates the interplay between the Steering Committee and a standard committee. In other cases, Steering Committee recommendations for revision of the standard committee report were more dramatic. As noted above, all committees and task forces were assured that the Visiting Committee would be directed to their final reports in order to note clearly disagreement as it emerged in the course of the self-study.

The Steering Committee reviewed reports by dividing itself into subcommittees which focused on individual committee reports. For example, two Steering Committee members were charged with special responsibility for analyzing and presenting to the full Steering Committee the report on STANDARD 2 - GOVERNANCE AND ADMINISTRATION. After presenting their analysis and recommendations, members of the Steering Committee offered their observations. The subcommittee members were responsible for recording and communicating to the Standard 2 Committee the observations, requests for revisions and questions of the Steering Committee. This subcommittee monitored the progress of the revision by the standard committee and reported to the Steering Committee on its progress. When the report was revised, the subcommittee presented the revision to the Steering Committee.

As the self-study process reached its final stages, Steering Committee meetings became more frequent. At the beginning of the self-study, the Steering Committee met once every two weeks; in the middle of the study, once a week; towards the end of the study, twice a week; in the last week of the study, every day. Towards the conclusion of the process, progress reports were issued at each meeting. Appendix H contains an example of such a report. Summaries of every meeting were published both as reminders to those present and for the information of those not in attendance. Appendix I contains an example of a meeting summary.

12. Final Synoptic Review

As the study progressed, various segments of the summary self-study were put in tentative final form according to the schedule described in Appendix D. The concluding task of the Steering Committee consisted in a thorough and detailed review of the completed summary

self-study. An entire week was required for this purpose as the Steering Committee conducted a page-by-page review of the substance and style of each section.

13. Collection of Supporting Documents

During the course of the self-study, numerous supporting documents were collected. This process was initiated by identifying key persons in the University whose knowledge of its history and current operation could direct the Executive Secretary to the source which could supply the documents required by the Visiting Committee. Although certain documents were collected and cataloged according to the system described in the HANDBOOK OF ACCREDITATION, many documents remained to be gathered in the months that intervened between the submission of the summary self-study and the arrival of the Visiting Committee.

14. University Response to the Self-Study

The WASC HANDBOOK OF ACCREDITATION notes that a University response to the self-study and tentative plan of action should accompany the summary self-study. The Steering Committee judged that this response and plan were outside the scope if its responsibility. Consequently, the final stage of the self-study process consisted in the transmittal of the summary self-study to the President of the University. The letter of transmission recommended that the President form a special committee to review the self-study and to provide the University response and plan to be submitted to the WASC Senior Commission with the summary self-study. Appendix J contains this letter of transmittal.

15. Communication with the University Community Concerning the Self-Study

Members of the University community were informed of self-study activities through ordinary University publications, e.g., The Monday Bulletin. In addition, each faculty member and staff person received a

letter announcing the initiation of the study; at the conclusion of the process, all participants received letters thanking them for their cooperation and indicating that copies of the self-study had been placed in the library for their perusal. Individual chairpersons were sent letters acknowledging the receipt of their reports and thanking them for their work on the self-study.

REFLECTIONS ON THE SELF-STUDY

1. There should be strong administrative support for the self-study from the highest levels; the importance and the priority of the process should be emphasized at the outset and reaffirmed at critical moments throughout.

2. The role of the Steering Committee should be defined clearly. If the Steering Committee intends to assume final responsibility for the accuracy of descriptions and judgments in the summary self-study, all subsidiary committees should be aware of this decision. If, on the other hand, the Steering Committee decides to accept the standard committee reports as they have been finalized by these committees, this should be made known at the inception of the process.

3. Steering Committee members should be placed on major committees to assist and monitor their progress. Steering Committee members should constantly remind the chairpersons of these committees that they are to follow the standards as described in the HANDBOOK OF ACCREDITATION. The explications of the standards included in the HANDBOOK should be used as a guide to insure the complete treatment of each standard.

4. The Steering Committee can achieve a good sense of the goals and progress of the self-study by the initial determination of the outline of the summary self-study combined with regular progress reports as the self-study nears its conclusion.

5. The Steering Committee must plan into the self-study schedule substantial time for reaction to and revision of reports.

6. The Executive Secretary/Coordinator must be able to devote sufficient time to the self-study. Dependent on the complexity of the

self-study, the individual should be given substantial release time from other responsibilities; this is especially important during the organization of the self-study and during the production of the self-study summary. As noted earlier in this document, the Executive Secretary should also possess substantial organizational skills and writing ability.

7. Chairpersons with organizational and writing abilities and an intimate knowledge of the institution are the key to the most efficient production of a self-study.

8. The presentation of individual committee assignments within the context of the overall timetable and organization of the self-study during orientation sessions provides chairpersons with a synoptic view of the entire process. It also conveys the impression that the self-study is well organized and firmly directed.

9. While the 'charges' given to individual committee and task force reports were generally effective, committees and task forces would have been greatly aided by provision of sample reports. Such reports should model the style, level of specificity, and adherence to the outline of the standard being treated. In this way, much of the revision of substance and style can be avoided.

10. Secretarial service must be provided throughout the process; additional assistance will be necessary at critical moments during the self-study, e.g., deadlines of major sections, production of the tentative summary. The final summary self-study should be inserted into a word-processor to facilitate final corrections.

UNIVERSITY OF SAN FRANCISCO
Vice President for Academic Affairs

December 10, 1979

TO: Members of the WASC Steering Committee

FROM: Joseph T. Angilella, S.J.
Vice President for Academic Affairs

SUBJECT: Initial Meeting of the Steering Committee

Attached you will find materials for the initial meeting of the Steering Committee to be held on Thursday, December 13, 1979 in Room UC425 at 1:30 p.m.

The objectives of the meeting will be the following:

1. To review the standards for self-evaluation (Attachment 1). (HANDBOOK, pp. 2-7)
2. To review the "Suggestions for Conducting a Self-Study" (Attachment 2). (HANDBOOK, pp. 49-51)
3. To review and approve the WASC SELF-EVALUATION COMMITTEE TASK FORCE STRUCTURE (Attachment 3).
4. To review and approve the TENTATIVE WASC SELF-EVALUATION TIMETABLE (USF) (Attachment 4).
5. To review and approve the 'task force/committee charge' procedure (Attachments 5A, 5B).
6. To determine the meeting schedule for the Steering Committee.
7. To determine the process of appointment of task forces/committees.
8. To review and approve a letter to the University faculty and administration alerting them to the self-study timetable (Attachment 6).
9. To review and approve a SUMMARY OF THE MISSION AND GOALS STATEMENT (Attachment 7).

Attached you will find a listing of the members of the Steering Committee (Attachment 8).

JTA/tvc
Attachments

University Center, University of San Francisco, California 94117. Telephone (415) 666-6136

Appendix B - Tentative Outline of the Summary Self-Study

To: Steering Committee

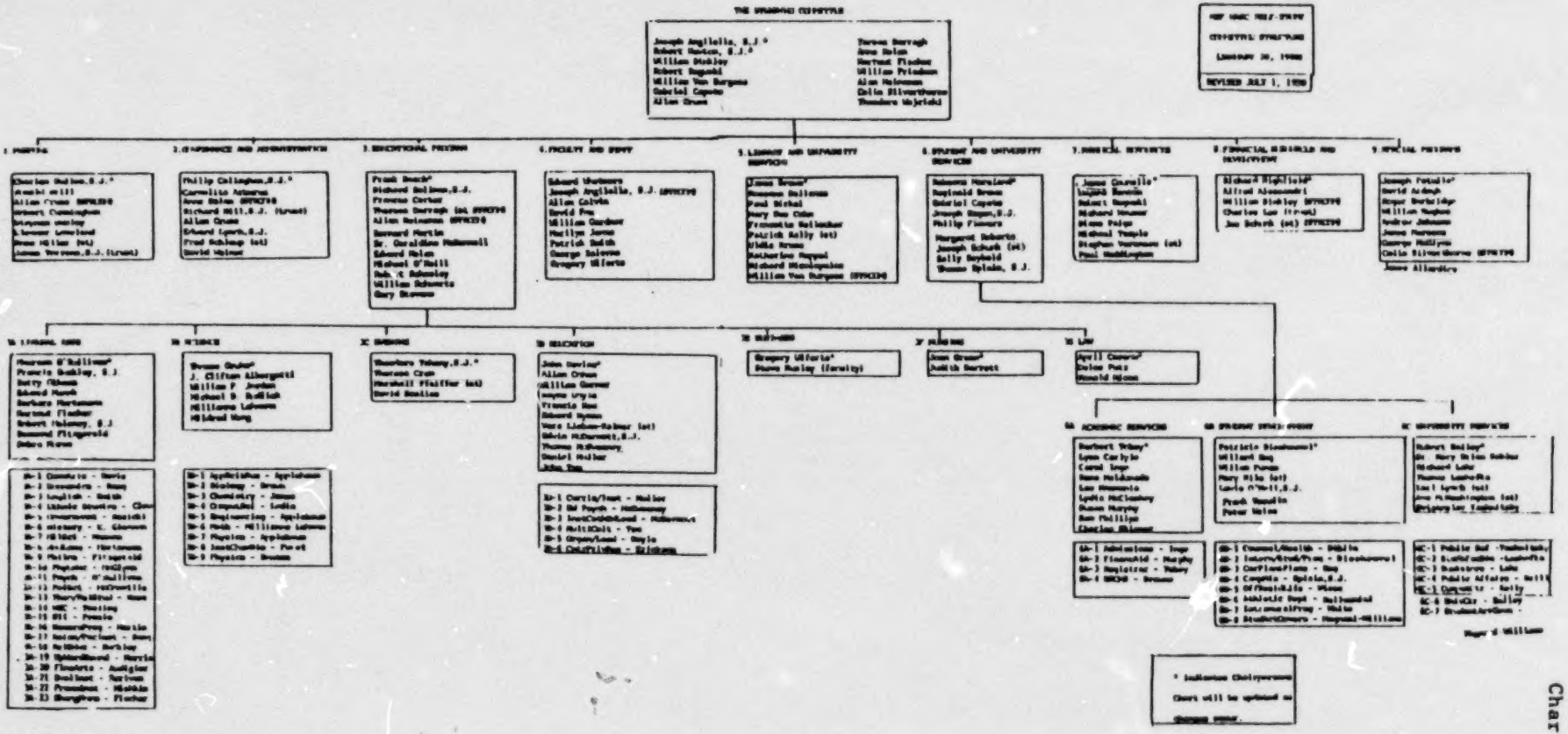
From: Robert R. Newton

Subject: Page Outline of Summary Self-study

In order to give specific instructions to the chairpersons of WASC committees and task forces, it was necessary to determine first the page allocations in the summary self-study. It is possible to make some adjustments in the final document.

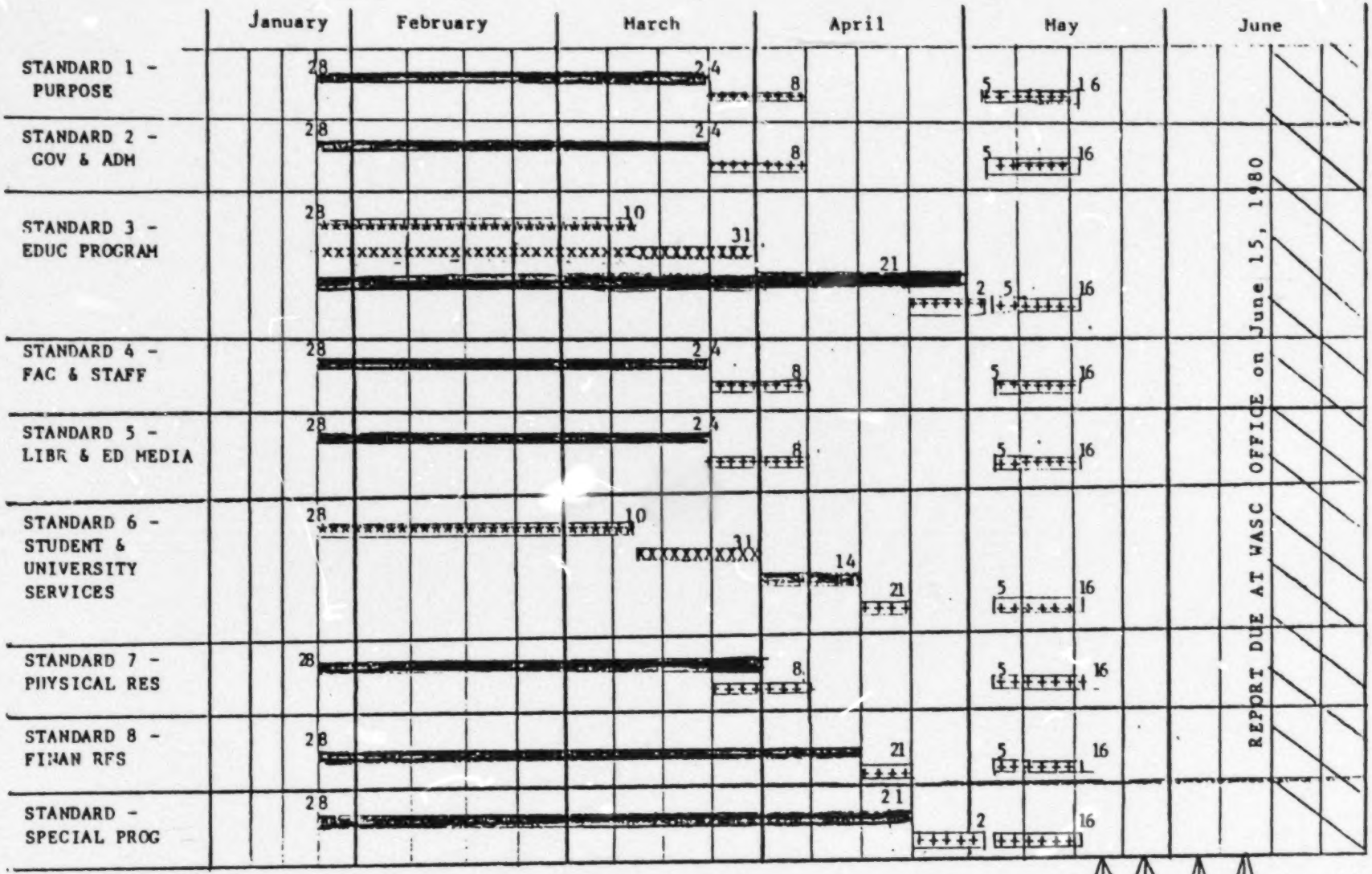
***

1. cover sheet	(1)		
2. certification of self-study	(1)		
3. abstract of self-study			5
4. organization of the self-study			4
5. descriptive background and history of USF			3
6. demographic information			4
7. major developments since 1975			4
8. response to the 1975 evaluation			5
9. administrative/board/faculty response to current self-study			3
			30
10. STANDARDS			
1. Purpose			5
2. Governance and Administration			10
3. Educational Program			
General Comments		10	
Liberal Arts		18	
Science		12	
Evening		8	
Education		15	
Business		4	
Nursing		4	
Law		4	
TOTAL		77	77
4. Faculty and Staff			10
5. Library and Other Inst Med			10
6. Student and University Services*			14
7. Physical Resources			10
8. Financial Resources			10
9. Special Programs			20
			166
GRAND TOTAL			196



Appendix C - Organizational Chart of the Self-Study

UNIVERSITY OF SAN FRANCISCO - WASC SELF-S / TIMETABLE
(January, 1980)



Appendix D - Timetable of the Self-Study

UNIVERSITY OF SAN FRANCISCO

Vice President for Academic Affairs

TO:

FROM: WASC Steering Committee

SUBJECT:

Date: January 28, 1980

The following information describes the purpose of your committee and its part in the Self-study.

KEY OBJECTIVE: Production of a 5 page doublespaced (1250 word) typewritten summary report on your department's compliance with STANDARD 3 - EDUCATIONAL PROGRAM of the WASC Guidelines.

DEADLINE: Monday, March 10, noon

SUBMIT TO: Joseph Angilella, S.J. (through Theresa Villa Carlos, Academic Vice President's Office)

CONTENT AND FORMAT OF THE REPORT: See attached

COMMITTEE PROCEDURE: Given the limited time for departmental Self-Study, the Steering Committee determined that responsibility for completion of departmental Self-studies should be focused in the department chairperson. At the same time, the WASC Commission expects that there will be wide participation of members of the University community in the formulation of the report. Thus, members of departments should have a chance to contribute their ideas to the report as well an an opportunity to review the summary report submitted to the school/ college committee.

ATTACHMENTS:

1. Guidelines for the Content and Format of the five page summary statement.
2. A copy of the WASC explication of STANDARD 3 - EDUCATIONAL PROGRAM. Please note that not all of these standards must be reviewed by the departmental task forces.
3. A copy of the summary of all 9 WASC STANDARDS
4. A summary of the USF Mission and Goals Statement and a complete copy of that Statement.
5. A chart of the Self-study committee structure.

University Center, University of San Francisco, California 94117 Telephone (415) 666-6136

Appendix E - 2

SUPPLEMENTARY RESOURCES:

In the Reserve Book Room of the Gleeson Library, listed under Western Association, you will find the following documents which may be of some assistance:

a. a complete copy of the WASC HANDBOOK OF ACCREDITATION
b. a copy of the 1975 USF Self-study
c. a copy of the 1975 Visiting Committee Response to the USF SElf-study, and
d. a copy of the Self-study of Loma Linda University (fall, 1979) which the WASC Commission is distributing as a model Self-study.

(NOTE: Because the pages of the WASC HANDBOOK OF ACCREDITATION are color coded, attempts to reproduce sections on photocopying machines are problematic. Please excuse the appearance of some of the attached pages.)

RRN/tvc

ATTACHMENT 1.

Guidelines for the Five Page Departmental Self-study Summary

PURPOSE OF THE SUMMARY: The departmental summaries will provide the Educational Program Committee in your school/college with specific information about your department which will enable it to write an accurate summary report for your school/college.

LENGTH OF SUMMARY: The summary should not exceed 5 double spaced type-written pages (1250 words). The department may submit additional materials but it must also submit a 5 page summary which incorporates the major findings of the Self-study.

CONTENT OF THE SELF-STUDY: Attached you will find a copy of STANDARD 3 and its offical WASC interpretation. Please read this carefully before beginning the Self-study. Key issues to be addressed (drawn from STANDARD 3) are the following:

Standard 3A - relation of the program to institutional purposes; quality control of innovative programs
Standard 3B - undergraduate programs; special emphasis on liberal education.
Standard 3C - graduate program (where appropriate)
Standard 3E - academic planning
Standard 3F - commitment to learning, evaluation and improvement of programs
Standard 3G - congruence of research with institutional purposes and educational programs
Standard 3I - accurate information about programs
Standard 3J - evaluation of student learning
Standard 3K - public service

FORMATE OF THE SUMMARY: The departmental summary should be organized according to the following headings. The headings should be used in the report.

A TITLE PAGE with the following information:

HISTORY DEPARTMENT SELF-STUDY
UNIVERSITY OF SAN FRANCISCO
WASC REACCREDITATION VISIT - FAll, 1980

Members of the Committee:

Dr. George McNulty, Professor, Chairperson
Dr. Irene Mitty, Assistant Professor

SUBDIVISIONS OF THE SUMMARY:

1. The Department's Purpose and Goals

   The statement should summarize on no more than half a page the developing role of the department within the college and the University and tis relation to the University's Mission and Goals Statement.

2. An Informational Review of the Past Five Years and the Department's Present Status

   This statement should provide a brief history of any significant changes that have occured in teh past five years and supply an overview of the current status of the department. Important developments in the academic program, students served by the department, staffing, emphasis on teaching, research, service, student evaluation, program evaluation, etc. might be included in this section. This statement should be no more than a page and a half.

3. An Evaluative Statement of the Department's Major Strengths

   This statement should be an account of the department's major strengths. It should be no more than one page and should specify those areas/programs in which the department judges it is particularly effective.

4. An Evaluative Statement of the Departments Major Weaknessess

   This statement should identify as concretely as possible the areas in which improvement is necessary to increase departmental effectiveness. This section should be nor more than one page.

5. Recommendations for Improvement

   This statement should list specific recommendations for departmental self-improvement. Though reference might be made to conditions outside the department's control which could effect improvement, the basic thrust of this section should be on how the department can improve itself . This section should be one page.

N.B. a. In addition to the summary you may include whatever supporting documentation you judge appropriate.

b. Please remember that everything that you submit will be available to the VISITING COMMITTEE (at least in the form of supporting materials). Preparation and appearance of materials should reflect this fact.

UNIVERSITY OF SAN FRANCISCO

Vice President for Academic Affairs

Appendix F-1

TO:

FROM WASC Steering Committee

SUBJECT:

Date: January 28, 1980

The following information describes the purpose of your Committee and its part in the Self-Study.

KEY OBJECTIVE: Production of a page doublespaced typewritten summary report of your school/college's compliance with STANDARD 3 - EDUCATIONAL PROGRAM. Your report, in combination with those from the other schools and colleges of the University will provide the University STANDARD 3 Committee with specific information about your school/college which will enable it to write an accurate summary report for STANDARD 3. (The School of Education will also include appropriate information on the compliance of certain of its programs with STANDARD 9) Please note that Standard 3H - Admission and retention of students - will be evaluated by the Standard 6 Committee rather than the Standard 3 Committee.

DEADLINE: Monday, March 31, noon

SUBMIT TO: Joseph Angilella, S.J. (through Theresa Villacarlos, Academic Vice-President's Office)

COMMITTEE PROCEDURE:

1. Between February 11 and March 10, each department in your school/college will prepare a departmental summary report. Included in this packet is a copy of the instructions given to each department chairperson describing the content and format of the summary departmental reports.

2. On March 11 you will be given the departmental reports for your school/college.

3. You will have approximately three weeks to synthesize these reports into a summary report for your college/school in time for submission to the University STANDARD 3 Committee on Monday, March 31.

4. Though the departmental summaries will provide the basis on which your summary report will be composed, it may also be important for your committee to anticipate and investigate more general issues pertaining to your college/school's compliance with STANDARD 3 in the period prior to receiving the departmental reports.

University Center, University of San Francisco, California 94117. Telephone (415) 666-6136

ATTACHMENT 1 - Guidelines for Your Committee Summary Report.

LENGTH OF SUMMARY: The summary should not exceed the page limit indicated on the covering memo. In addition to the summary report, your Committee may submit whatever other materials its judges appropriate. When submitting your report, please include all summaries and information given to your Committee by the departmental task forces on March 10.

CONTENT OF THE SUMMARY SELF-STUDY: Attached you will find a copy of STANDARD 3 and its official WASC explication. Please read this carefully. (Note that STANDARD 3H--admissions and rentention--has been transferred to the STANDARD 6--STUDENT SERVICES COMMITTEE.) The general headings of STANDARD 3 should provide you with an outline for summary report.

FORMAT OF THE SUMMARY REPORT:

1. A TITLE PAGE with the following information:

   COLLEGE OF SCIENCE SELF-STUDY
   UNIVERSITY OF SAN FRANCISCO
   WASC ACCREDITATION VISIT - Fall, 1980

   Members of the Committee:
   Dr. George Smith, Professor, Chairperson
   Dr. Margaret Joyce, Assistant Professor

2. SUBDIVISIONS OF THE SUMMARY:

   You should treat each STANDARD (3A, 3B, etc.) in sequence and should organize your comments on each STANDARD into three major sections:

   a. a description of USF's compliance with the standard (including reference to evidence of compliance),
   b. a self-appraisal of the strengths and weaknesses of USF's compliance, and
   c recommendations for improvement of USF's compliance with STANDARD.

(Please remember that everything that you submit will be available to the VISITING COMMITTEE--at least in the form of supporting materials. Preparation and appearance of materials should reflect this availability.)

ATTACHMENTS:

1. Guidelines for the Content and Format of your Committees summary statement.
2. A copy of the WASC explication of STANDARD 3 - EDUCATIONAL PROGRAM (also for School of Education - STANDARD 9)
3. A copy of the summary of all 9 WASC STANDARDS.
4. A summary of the USF Mission and Goals Statement and a complete copy of that Statement.
5. A chart of the Self-study committee structure.
6. A copy of the Instructions given to the departmental committees in your school/college.
7. (School of Education - list of supporting documents for STANDARD 9).

(NOTE: Because the pages of the WASC HANDBOOKS OF ACCREDITATION are color coded, attempts to reproduce sections of photocopying machines are problematic. Please excuse the appearance of some of the attached pages.)

SUPPLEMENTARY RESOURCES:

In the Reserve Book Room of the Gleeson Library, listed under Western Association, you will find the following documents which may be of assistance:

a. a complete copy of the WASC HANDBOOK OF ACCREDITATION,
b. a copy of the 1975 USF Self-study,
c. a copy of the 1975 Visiting Committee Response to the USF Self-study, and
d. a copy of the Self-study of Loma Linda University (Fall, 1979) which the WASC Commission is distributing as a model Self-study.

RRN/tvc

USF
University of San Francisco
San Francisco, CA 94117

TO: Philip Callaghan, S.J.
Chairman, STANDARD 2 - Governance and Administration Committee

FROM: WASC Steering Committee

SUBJECT: STANDARD 2 Report

DATE: April 7, 1980

The WASC Steering Committee has conducted its initial review of your report and found it to be descriptive, well written and a good working document for the summary self-study. The Steering Committee discussed a number of areas which it would like to submit to you for your further consideration as possible revisions which might strengthen the report. They are listed below, You will probably wish to reconvene your committee to review these suggestions for revision.

STANDRAD 2.A. - Trustees

—the term 'external conscience' may not be understood by the Visiting Committee, even though there is an explanation of it in the line following. It might be better to refer to it as an external board.

--references to the new corporation code might be briefly elaborated to indicate generally what kinds of changes will be required.

—a supporting document which lists the affiliations of the Board members would be very helpful (it might be referred to in the text).

--the fact that there are no minority representatives on the Board should probably be noted in the light of the part of the STANDARD which refers to 'diverse elements of the constituency' as well as the changed composition of the USF student body. This should also be considered as a specific recommendation for STANDARD 2.A.

—since the STANDARD refers specifically to the Board's responsibility to 'concern itself with the provisions of adequate funding', the issue of the Board's responsibility and activity should be addressed in the light both of recent events and the 1975 visiting committee report. Obviously, the report on STANDARD 8 - Financial Resources - will include a full treatment of financial issues; at the same time, it appears important that this also be addressed briefly in STANDARD 2. Whether it should also generate a specific recommendation should be discussed.

—the recommendations on the integration of the Board with its constituencies might be expanded and more specific, e.g., notification of Board meetings, summaries of non-confidential issues/decisions, task-oriented meetings with various parts of the University community. Hearings currently being held on new programs by the Academic Committee and recent meetings of trustees and students might be pointed out as examples of a movement in this direction. The recommendation should be as specific as is reasonable.

--the report which included student recommendations on the trustees might be included as a supporting document and referred to in your text. Anne Dolan will supply this document.

STANDARD 2.B. - Administration

—the section on page 4 on administrative turnover may be somewhat misleading. It was suggested that a statement be made that indicates both what you have included ('we are now fully staffed' and also includes a general statement on the quality of replacements). At the same time, the continued turnover which was noted in the 1975 Visiting Committee report should be stated factually as a continuing problem - e.g., no dean serving in 1975 still in office (except Sr. Geraldine), all new VP's except Anne Dolan, a new President. A recommendation might also be added in this areas—even if a general one - that greater continuity in leadership is necessary.

—the major labor conflict of fall 1978 should be mentioned--both as an important event which was a low point and also as a point from which things have steadily improved, culminating in a long-term agreement which assures labor peace (obviously this overlaps with the next section on faculty) but it should be regarded as an important element inasmuch as it gives substantial promise of smoother governance and administration until 1986.

—the recent development of 'protocols', e.g., on new programs, on management personnel undertaking teaching responsibilities, etc. might be noted as important incremental steps towards smoother administration and better faculty-administration cooperation.

—the administrative structure study (Teevan Report) might also be mentioned inasmuch as some of its recommendations have been implemented.

STANDARD 2.C. - Faculty

—mention might be made of the faculty association self-study which is currently being completed.

—involvement of faculty in administrative search committee might also be included as an example of faculty influence on an important element of university operation.

—the problem of duplication of committee, i.e., parallel faculty and administrative committee structures might be mentioned as a drawback inasmuch as it often requires additional time and energy to eventually merge the efforts of faculty and administration (e.g., in devising the new general education curriculum).

(--some of the items mentioned above also apply to faculty-against the backdrop of the 1975 Visiting Committee comments on lack of faculty involvement in governance).

STANDARD 2.D. - Students

—the possibility of recommending student input at all levels (e.g., departments, college-side committees, etc.) was suggested.

--mention might be made of the Faculty Association's self-study recommendation that students be represented (at least as nonvoting members) on Faculty Association committee.

******

As the Committee discussed this report and its importance in the self-study, it became clear that it was thought to be one of the key reports in the self-study, one which would receive the careful attention of the Visiting Committee because of the 'different' governance/administration situation at USF. Thus, it was thought that you should do whatever expansion of the report you think necessary to incorporate these suggestions or others which may arise in your discussions. Obviously, we still want to keep the number of pages as low as possible; but the issue is important enough to devote additional space, should this be judged necessary.

In reviewing the recommendations you have written, or others that you may add, it would be helpful if you would state them in the form of formal recommendations.

******

As indicated at the outset, you have provided us with a very fine document with which we are satisfied. Our suggestions are aimed at making it an even more useful part of the self-study.

RRN/tvc

Appendix H - 1

WASC SUMMARY SELF-STUDY - STATUS OF REPORTS

May 6, 1980 #4

	status	responsiblity	expected completion date
1. cover sheet (1)	completed	Newton	
2. certification of self-study (1)	completed	Newton	
3. abstract of self-study (5)	not submitted	STRCOM	after summ self-study
4. organization of self-study (4)	completed	Newton	
5. desc bkgd & hist of USF (3)	not submitted	Binkley	May 6
6. demographic information (4)	not submitted	Binkley	April 29
7. major develop. since 1975 (4)	completed	Dolan	
8. response to '75 evaluation (5)	not submitted	STRCOM	after self-study
9. adm/board/fac response to current self-st (3)	not submitted	Board, Faculty, Administration	Aug 1
10. STANDARD 1 (5)	completed	(Newton, Boguski)	
11. STANDARD 2 (10)	completed	(Binkley, Newton)	
12. STANDARD 3 (77)			
General Comments (10)	distributed - May 8	STRCOM	
Liberal Arts (18)	in revision	(Silverthorne, Boguski)	
Science (12)	discussed May 6	(Cruse, Capeto)	
Evening (8)	discussed May 8	(Newton, Wojcicki)	
Education (15)	discussed May 6	(Wojcicki, Newton)	
Business (4)	discussed May 8	Dolan, Capeto	
Nursing (4)	"	"	
Law (4)	"	"	

	status	responsibility	expected completion date
13. STANDARD 4 (10)	*in revision (STAN COM)*	*Heineman, Dolan*	*May 5*
14. STANDARD 5(10)	*completed*	*Silverthorne, Capeto*	
15. STANDARD 6 (14)	*in revision (STAN COM)*	*Darragh, Heineman*	
16. STANDARD 7 (10)	*in revision (STAN COM)*	*Burgess, Friedman*	
17. STANDARD 8 (10)	*not submitted*	*Newton, Cruse*	*May 5*
18. STANDARD 9 (20)	*in revision (STAN COM)*	*Fischer, Burgess*	*May 12*

USF
University of San Francisco

San Francisco, CA 94117

TO: STRCOM

FROM: Bob Newton

SUBJECT: Summary of April 24 STRCOM Meeting

DATE: April 24, 1980

Present: Dolan, Heineman, Newton, Cruse, Capeto, Silverthorne, Fischer, Wojcicki, Boguski, Burgess, Friedman

Absent: Binkley, Angilella

1. Fischer and Burgess presented an analysis of STANDARD 9 and supplemented their recommendations with those of STRCOM. Silverthorne will communicate STRCOM suggestions of revisions to the STANDARD 9 Committee.

2. Newton will call WASC to determine whether the materials submitted to WASC in 1979 by Continuing Education (as well as the Visiting Committee Report and the USF response) will be available to the visitors who will concentrate on Continuing Education. In addition, the question was raised whether those who visited off-campus sites would also be members of the USF campus visiting team.

3. The problem of additional 'Standard 9' type programs was discussed. These include: School of Education off-campus programs (which it was decided in January to include under Standard 3); Fromm Institute, Upward Bound, Shanghai Normal on which reports have been written; the St. Ignatius Institute Travel-Study Program, Continuing Education programs in Nursing on which reports must be written Silverthorne volunteered to incorporate these materials into the Standard 9 report. Newton will forward the reports currently available and request additional information on the St. Ignatius study-travel program and Nursing continuing education.

4. A copy of the WASC SUMMARY SELF-STUDY - STATUS OF REPORTS #2 was distributed.

5. The Standard Committee's revision of STANDARD 2 was distributed at the meeting. Members should review this revision and come to the next meeting prepared to offer brief comments.

TO: STRCOM
Summary of April 24 STRCOM Meeting - page 2

6. The Boguski revision of STANDARD 1 will be submitted on Friday, April 25. It will be distributed to STRCOM members as well as to members of the original STANDARD 1 Committee for comments.

7. Since there are no reports available for discussion on Tuesday, April 29, there will be NO MEETING on Tuesday.

8. The next meeting of STRCOM will be Thursday, May 1. You will receive copies of the materials to be discussed (parts of STANDARD 3) prior to the meeting.

ATTACHMENTS (for those absent)

—Agenda for April 24 STRCOM Meeting
—WASC SUMMARY SELF-STUDY - STATUS OF REPORTS #2

RRN/tvc

USF
University of San Francisco

June 12, 1980

Rev. John Lo Schiavo, S.J.
President
University of San Francisco

Dear Fr. Lo Schiavo:

In early July you will receive a copy of the final version of the University self-study summary prepared for the Western Association of Schools and Colleges reaccreditation visit in Fall 1980. This self-study involved an unusally large number of the University personnel. The Steering Committee used many of their ideas, descriptions, evaluations and recommendations. At the same time, the responsibility for what is contained in this summary rests with the members of the Steering Committee.

The WASC Commission for Senior Colleges has delayed submission of the self-study from June 15 to September 1 in order to give the University time to analyze the report and to develop a response and plan of action based on its recommendations.

It is important to note that the self-study is complete. Clearly, like any document of its kind, it is imperfect; no one will agree with every description, evaluation or recommendation. However, at this stage, further revision is not called for. The next step is described in the WASC Handbook of Accreditation "#9, Administration, Faculty and Board Response to the Current Self-Study Recommendation, with any Plans for Implementation. Here it will be important for the team (WASC Visiting Team) to see how and in what order major self-study recommendations are to be addressed" (p.53).

Though the Steering Committee is not responsible for this final part of the report (to be submitted with the self-study on September 1), it does recommend the following:

1. That a joint Board, faculty and administration committee be formed to prepare a response and plan of action. A brief document is all that is required (5-10 double-spaced pages).

2. That the President of the University take the initiative in forming this joint committee of respresentatives from the three constituencies represented; that insofar as possible, the joint committee exclude those who have been centrally involved in preparing the self-study.

3. That the committee meet initially in the second week of July in order to a) receive copies of the self-study, and b) formulate a process by which the committee will accomplish its charge.

4. That the deadline for submission of the committee's response and plan of action be August 15, 1980, in order to allow time for production and forwarding of the document with the self-study.

Should the committee you establish wish to consult the Steering Committee, many members will be available during the period when the University plan of action is being made.

Sincerely,

The USF Steering Committee

RRN/tvc